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This bulletin, designed to be of assistance to those interested in employing and utilizing teacher aides, presents (1) a general account of current thinking on the rationale, use, and effects of teacher aides in public school programs and (2) the results of a descriptive research study designed to determine the status of the teacher aide in both elementary and secondary grades in Indiana State University Educational Development Council (ISUEDC) school corporations. Findings from questionnaire data (returned by 63 of the 83 member schools) are presented under four headings: the various functions which teacher aides are performing; the various methods used to finance teacher aide programs; characteristics and qualifications of the aides presently employed; and the need for development of training programs for aides. Summary, conclusions, and speculations for further consideration are presented. Appended is a 43-item annotated bibliography prepared by the National Commission on Teacher Education and Professional Standards (NCTEPS) which includes references for information on the jobs aides do, how they are trained and paid, and federal assistance for program funding. (JS)

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TEACHER AIDES: A STATUS REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TEACHER AIDES: A STATUS REPORT

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PREFACE

The use of teacher aides in the nation's public schools is a recent development in the field of education. Educators for years have advocated the use of such persons to assist the instructional staff by performing the more menial tasks customarily assigned to teachers. Such clerical and nonprofessional duties as collecting lunch money, policing the halls and playgrounds, selling tickets, collecting and issuing textbooks, preparing inventories, and recording data on student records have taken an increasing percentage of the classroom teacher's time. It is clearly evident that teachers assume responsibility for numerous tasks that are not directly related to instruction. It is recognized that these tasks consume considerable time which teachers could more effectively and efficiently spend in developing and improving their instructional activities.

With the advent of the Elementary and Secondary Education Act of 1965 we have observed the increasing use of teacher aides in the public schools in Indiana. A number of superintendents of school corporations in Western Indiana and Eastern Illinois became increasingly concerned about effective use of these teacher aides. These superintendents participating in meetings of the Indiana State University Educational Development Council expressed the need for defining effective roles of teacher aides, assisting their teachers in proper utilization of teacher aides, and for assistance in training and preparing teacher aides for work in a public school setting. In order to determine the status of the teacher aide in ISUEDC school corporations, Dr. Dale Findley, of the Indiana State University School of Education, agreed to undertake a study of the current use of teacher aides within the participating school corporations. The results of this study are included in the second portion of this report. The first portion of the report presents a general account of the current thinking on the use of teacher aides in the schools of our nation. A look at the past, present, and future use of teacher aides and the effect of teacher aides on educational programs are discussed by Dr. Findley.

It is our sincere hope that this bulletin will be of assistance to those who are interested in employing and utilizing teacher aides in their own school systems or those who wish to develop and increase understanding of the role of teacher aides in public schools. Certainly, if this bulletin accomplishes these things, it will prove to be a success.

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TEACHER AIDES:
A STATUS REPORT

Introduction

In the fall of 1967 the Indiana State University Educational Development Council decided to undertake a study of the current use of teacher aides within its member school corporations. Such a study, it was agreed, might develop information of value to school systems which were considering employing teacher aides as well as to those which are currently using them.

A compelling reason for the expanding use of teacher aides is the improvement of teaching through the release of classroom teachers from routine, non-teaching duties so that they may spend more time on developing effective teaching methods and on enriching the curriculum.

This report first presents a general account of current thinking on teacher aides. The second section is devoted to the results of the ISUEDC survey.

I. TEACHER AIDES: A LOOK AT THE PAST, PRESENT, AND FUTURE

Teacher Aides: A Rationale for Their Use, a Definition, and the Extent of Their Use

The typical school system has, until recently, employed only a few non-teachers: school custodians, perhaps some cafeteria personnel, a part-time nurse, and a secretary to the principal in the more fortunate schools.[1] Teachers assume responsibility for many tasks not related to instruction. Keeping records, filing materials, distributing and collecting of materials, etc., consume time which teachers could more effectively spend in developing better teaching methods. Such tasks are incidental to the teaching function but must be performed. Administrators and teachers have been increasingly concerned with finding ways to relieve teachers of these kinds of tasks, since now, more than ever before, more effective teaching is being demanded to meet the needs of our society. There is also some evidence that state legislatures are passing laws which relate to limiting the duties assigned to teachers. The 1967 General Assembly of Indiana passed legislation which required school corporations to arrange teachers' schedules to provide 30 minutes between 10:00 a.m. and 2:00 p.m. during which time the teacher will have no assigned duties. We should be alerted to the insistence of Beggs that "we must pull our heads out of the sand and recognize there are functions of the teaching process which can be performed for the professional teacher by a non-certified aide."[2]

The employment of assistants to reduce the work load of teachers is one technique that has been used. These assistants have been given various titles such as (1) paraprofessionals, (2) subprofessionals, (3) teacher assistants, (4) auxiliary personnel, (5) teacher clerks, (6) teacher aides, and (7) educational aides. Several definitions have been suggested to help establish the role of these persons who assist teachers. Teacher aide, the term used in this report, is defined as:

> Those non-certified personnel employed by a school system to specifically assist teachers. This assistance may be of a clerical nature, but general secretarial personnel, custodians, etc., will not be considered as teacher aides. Students employed as a part of a distributive education program will not be considered teacher aides.

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[1]Lowell Keith, Paul Blake, and Sidney Tiedt. Contemporary Curriculum in the Elementary Schools (New York: Harper & Row, 1968), citing Robert Anderson, p. 110.

[2]David W. Beggs. Decatur Lakeview High School: A Practical Application of the Trump Plan (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 219.

A survey by the NEA Research Division revealed that only one in about five public school teachers (19 per cent) has assistance from an aide; 14 per cent sharing the service of an aide with other teachers and 5 per cent having one or more aides of their own. The survey thus found that most teachers do not have the services of teacher aides, but those who do find them of substantial assistance, and those who do not would like to have them. Most teachers believe the duties of aides should be limited to noninstructional work. They do not view aides as an effective means of increasing class size. They feel teacher aide programs should not take precedence over the improvement of professional salaries; 48 per cent of the teachers in the NEA sample favored dividing additional money between teachers and aides as opposed to 40 per cent who favored devoting the entire amount to teachers' salaries.[3]

The Educational Research Service of the NEA also surveyed, in September, 1966, 217 school systems that had indicated they utilized teacher aides. During the 1965-66 school year these 217 school systems employed 44,351 teacher aides and 396,028 teachers, and enrolled 10,181,182 pupils. Only a small percentage of the teacher aide programs were begun before 1950, with 36.4 per cent of the programs having been established in the first five years of the present decade and 40 per cent in the 1965-1966 school year. The Elementary and Secondary Education Act was apparently responsible for some of this growth--one-fourth of the school systems depended on this source of funds for complete financing of the program. However, another one-fourth of the school systems depended entirely upon their own public school funds to support their teacher aide program.[4]

The Effect of Teacher Aides on Educational Programs

The employment of teacher aides could have a multitude of effects on the present school system and structure. Current opinions seem to side with Saylor when he points out that money is wasted and professionalism among teachers is denied when they are assigned the tasks of counting tickets, policing halls, etc. He further indicates that the quality of instruction in our secondary schools could improve with the employment of teacher aides.[5]

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[3]"How the Profession Feels About Teacher Aides," NEA Journal, Vol. 56, No. 8 (November, 1967).

[4]NEA Research Bulletin, Vol. 45, No. 2 (May, 1967), pp. 37-39.

[5]Galen Saylor. "What Changes in School Organization Will Produce Better Learning Opportunities for Individual Students?" Bulletin of National Association of Secondary School Principals, Vol. 46, No. 275 (September, 1962), pp. 102-109.

Our scarcity of intelligent and responsible teachers dictates the necessity of using the talents of our better teachers more wisely and efficiently. The use of teaching teams chaired by exceptional teachers, with teacher aides to perform clerical and nonprofessional duties, is a means to implement the better use of talented teachers while at the same time providing guidance for inexperienced teachers, and more responsible positions and more attractive salaries for superior teachers.[6]

With the role of the teacher becoming more responsible through the use of teacher aides to perform the more menial tasks, one could expect more superior personnel to be encouraged to enter the teaching field. Such an influx of superior personnel should have an influence on improving the curriculum.

Perhaps one way to determine the effect the use of teacher aides may have on curriculum is to review some of the studies on the subject. The George Peabody College for Teachers researched the usefulness of secretarial help for classroom teachers. A grant from the Fund for the Advancement of Education supported the project which involved the two public school systems of Davidson County, Tennessee, and University City, Missouri. The basic premises upon which the investigation was based were that effective teaching would improve with (1) improved teacher-pupil communication; (2) effective means of collecting, recording, and filing data without loss of teaching time; (3) secretarial services for preparing varieties of materials and activities; and (4) secretarial services making possible an increase in individual instruction. After four years the conclusions drawn from this project were that (1) secretarial services effectively relieved teachers from routine clerical duties and redirected teachers' activities toward one or more of the following: (a) planning and study, (2) individual instruction, (c) greater use of written communication, (d) increased variety of materials, and (e) adaptation of content to specific needs; (2) wider testing of the projects of this nature seemed warranted based on the attitude of teachers toward the value of secretarial services available to them; and (3) the program had resulted in gains in achievement by many individual pupils.[7]

From the conclusions of the George Peabody study it appears that the use of teacher aides provides more time for curriculum development. Since teachers are the implementers of the curriculum, and since no one knows more about teaching specific subjects than the teachers, they should have a guiding hand in curriculum development. This factor alone should lead toward a more effective curriculum. The content variety of courses is also expected to be broadened with employment of teacher aides. The use of more than a textbook-lecture approach should increase as teachers will have more time to prepare.

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[6]Francis Chase. "More and Better Teachers," Saturday Review, Vol. 36, No. 7 (September, 1953), pp. 16-17.

[7]David T. Turney. Secretaries for Teachers (Nashville, Tenn.: Department of Education, George Peabody College for Teachers, 1962).

Commenting on the Bay City, Michigan, experiment with teacher aides, conducted from the fall of 1952 until June 30, 1957, Dorothy McCuskey stresses that the results of the investigation were influenced by the use of aides solely in classes numbering 48 or more in enrollment.[8] Beggs is strongly opposed to the use of teacher aides primarily to lighten the load of teachers with large classes. He emphasizes that the purpose of aides is "to make it possible for teachers to do those things with students that help improve the learning process."[9]

Finding ways of improving instruction in the elementary schools through better recruitment and preparation of teachers and more effective use of their talents and proficiencies was a study undertaken as the Yale-Fairfield Study of Elementary Teaching, a part of which dealt with the use of teacher assistants. The teacher assistant part of the study was developed because the background research (done in 1954-55) indicated that one cause of teacher shortage was the excessive load of professional services and nonprofessional duties which teachers were expected to carry. The experimental program in the use of teacher assistants was conducted in the elementary schools of Fairfield, Connecticut, during the school years 1955-56 and 1956-57.

The conclusions of the Yale-Fairfield Study indicated that without interruptions the teachers were able to (1) give more individual attention, (2) prepare special materials, (3) carry instruction further, (4) provide for individual differences, and (5) enrich the curriculum; hence, instruction was improved.[10]

These studies indicate basically that when teacher aides are used, teachers have more time to provide individual attention and to enrich the curriculum. However, the enrichment of the curriculum will entail more than just better means of teaching the traditional subjects. With additional time, curricula may be developed which are directed toward the societal problems facing the United States and the world. It appears the curriculum may become more concerned with such things as values. Clark, Klein, and Burke are sensitive to this point of view as they express the opinion that our traditional curriculum has not preserved or furthered development of a democratic way of life and that it probably will not without a change in orientation.[11] They further stress that

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[8]Dorothy McCuskey. "The Bay City Experiment . . . as Seen by a Curriculum Specialist," J. Teacher Education, Vol. 7, No. 2 (June , 1956), pp. 111-118.

[9]Beggs, op. cit., p. 179.

[10]Teacher Assistants--A Report of the Yale-Fairfield Study of Elementary Teaching. (New Haven, Conn.: Prepared by John J. Howell, Constance M. Bunns, and Clyde M. Hill, 1958).

[11]L. H. Clark, R. L. Klein, and J. B. Burke. American Secondary School Curriculum (New York: Macmillan, 1965), p. 127.

citizens must be educated to meet their responsibilities and for this reason curriculum should consist largely of "investigating, analyzing, discussing, testing, and using subject matter."[12] The preparation for these kinds of learning activities requires much time on the part of the teacher; a release from duties that can be performed by teacher aides could provide teachers with this needed time.

Various educators have predicted future trends in our schools, all of which will require the use of teacher aides for effective implementation of the programs. For instance, Dr. Robert Anderson of Harvard University believes that within the next decade approximately one-half of all elementary schools in the country will use the team teaching concept of instruction.[13] The division of the curriculum by 1985 into the four phases of (1) analysis of experience and values, (2) acquisition of fundamental skills, (3) exploration of cultural heritage, and (4) specializing and creativity, is predicted by Wiles.[14] The need for teacher aides, especially for clerical work in the production of special materials, is quite evident if curricular changes follow the prediction of Anderson and Wiles and/or incorporate the suggestions of Clark, Klein, and Burke.

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[12] Ibid., p. 129.

[13] Keith, Blake, and Tiedt, op. cit., p. 139.

[14] Kimball Wiles. The Changing Curriculum of the American High School (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), pp. 301-302.

II. CURRENT STATUS OF TEACHER AIDE PROGRAMS IN INDIANA STATE UNIVERSITY EDUCATIONAL DEVELOPMENT COUNCIL MEMBER SCHOOL CORPORATIONS

One recent development in the field of education is the use of teacher aides in public schools. Since many questions were being raised as to how teacher aide programs were being operated and how they should be developed, the Indiana State University Educational Development Council assessed the status of teacher aide programs in its member school corporations in the fall of 1967.

This assessment was accomplished by collecting data from a questionnaire sent to member school corporations. The questionnaire was designed to determine (1) the various functions which teacher aides are performing; (2) the various methods being used to finance teacher aide programs; (3) the characteristics and qualifications of the teacher aides presently employed; and (4) if a need exists for the development of training programs for teacher aides. The questionnaire was constructed to reflect the status of the teacher aide programs in both the elementary grades (K-6) and the secondary grades (7-12).

For the purpose of the questionnaire, teacher aides were defined as:

> Those non-certified personnel employed by a school system specifically to assist teachers. This assistance could be of a clerical nature, but general secretarial personnel, custodians, etc., were not considered as teacher aides. Students employed as part of a distributive education program were not considered as teacher aides.

Questionnaires were sent to 83 ISUEDC member school corporations and usable returns were received from 63, or 76 per cent. The number of usable responses to each particular question varied somewhat. Table 1 presents the number of school corporations responding to the questionnaire grouped according to total enrollment.

Table 1. Number of School Corporations Responding to Teacher Aide Questionnaire Grouped According to Total Enrollment.

Enrollment	Corporations With Teacher Aides	Corporations Without Teacher Aides	Total Corporations
Under 1,000	9	3	12
1,001 to 2,000	19	4	23
2,001 to 3,000	14	2	16
3,001 to 4,000	2	2	4
4,001 to 8,000	4	2	6
8,001 to 20,000	0	1	1
Over 20,000	1	0	1
Total	49	14	63

Number of teacher aides. Of the 63 responding school corporations, 49, or 76.6 per cent, employed teacher aides. The 49 school corporations employed a total of 334 teacher aides, 248 of which worked full time. Of these 248, 185, or 74 per cent, were employed in the elementary grades (K-6) and 63, or 26 per cent, in the secondary (7-12).

Table 2 shows a breakdown of the teacher aides according to enrollment category and grade level.

Table 2. Teacher Aides by Enrollment Category.

Enrollment	Full- and Part-Time Teacher Aides		Full-time Teacher Aides		
	No.	%	K-6	7-12	Total
Under 1,001	23	6.9	12	3	15
1,001 to 2,000	110	32.9	63	20	83
2,001 to 3,000	101	30.2	60	22	82
3,001 to 4,000	26	7.8	16	0	16
4,001 to 8,000	71	21.2	34	18	52
Over 20,000	3	0.9	0	0	0
Total	334		185	63	248

It can be seen that the ten school corporations in the 1,001 to 2,000 range and the 14 school corporations in the 2,001 to 3,000 range employed nearly the same number of teacher aides. The four school corporations in the 4,001 to 8,000 enrollment category employed 71 full- and part-time teacher aides. These three enrollment categories account for nearly 85 per cent of the teacher aides reported in this study.

The average number of full- and part-time teacher aides employed by school corporations in the 1,001 to 2,000 enrollment category was 6, and in school corporations in the 2,001 to 3,000 enrollment category, this figure was 7. The comparable figure for school corporations in the 3,001 to 4,000 enrollment category was 13, and that for the 4,001 to 8,000 was 18.

Comparison of student-teacher ratio in school corporations with teacher aides and school corporations without teacher aides. The school corporations which employed teacher aides reported a total of 128,972 students and 4,871 teachers, a ratio of 26.05 to 1. Those corporations which did not employ teacher aides reported a total of 37,678 students and 1,430 teachers, a ratio of 26.35 to 1.

Average number of hours worked by full-time teacher aides per week. The average number of hours per week worked by full-time K-6 teacher aides in the 29 school corporations reporting was 34.66, the range being from 27.5 to 40 hours. For the 26 corporations reporting on full-time 7-12 teacher aides, the average number of hours per week worked, this figure was 35.12, the range being from 30 to 40 hours.

Sources of finance. The questionnaires supplied information on sources of finance for 306 teacher aides. For the 240 teacher aides in K-6, funding was 81.3 per cent by Title I ESEA funds, 16.3 per cent by local property taxes, 1.3 per cent by Title III ESEA, and 1.3 per cent by other means. Of the 66 teacher aides in 7-12, 71.2 per cent were financed by Title I ESEA funds, 25.8 per cent by local property taxes, 1.5 per cent by Title III ESEA funds and 1.5 per cent by other means.

Educational level achieved by teacher aides. Table 3 presents the highest level of education attained by teacher aides. It can be seen that most of the teacher aides in both the K-6 and the 7-12 grades have not obtained education beyond high school, though about 18.1 per cent of the K-6 teacher aides and 10.2 per cent of the 7-12 teacher aides have had some college education.

Table 3. Educational Level Achieved by Teacher Aides.

Educational Level	K-6 (N=209) %	7-12 (N=58) %
8th Grade	.9	0.0
High School Graduate	74.6	81.0
Business or Trade School Graduate	6.2	8.6
One Year College	5.7	3.4
Two Years College	8.1	3.4
Three Years College	1.4	3.4
College Graduate (Noncertified)	2.9	0.0

Age and sex of teacher aides. Age and sex statistics were reported on 303 teacher aides, of which 288 were female and only 15 male. In the K-6 grades, there were 223 female and 14 male, and in the 7-12 there were 65 females and 1 male. Of the 223 K-6 female teacher aides, 13.5 per cent were 26-30 years of age, 46.2 were 31-40, and 24.2 per cent were 41-50. Only 4.5 per cent were less than 21 years of age and only 7.6 per cent were over 50. Of the 65 female teacher aides in 7-12, 40 per cent were 31-40, and 32.2 per cent were 41-50.

Fifty per cent of the 14 K-6 male teacher aides were between the ages of 31 and 40. The remaining 50 per cent of the 14 K-6 male teacher aides were nearly equally divided among the 21-25, 26-30, 41-50, and over-50 age groups. None were less than 21 years of age.

Previous work experience. The predominant previous work experience of teacher aides was clerical/secretarial. Ninety-four, or 44.1 per cent, of the 213 K-6 teacher aides indicated in this portion of the questionnaire had clerical/secretarial experience and 36, or 56.3 per cent, of the 64 teacher aides in 7-12 had this same background. Experience as a housewife came next, with 65, or 30.5 per cent, of the K-6 teacher aides possessing this experience, while 19, or 29.7 per cent, of the 64 teacher

aides in grades 7-12 had experience as a housewife. Fifteen, or 7.0 per cent, of the K-6 teacher aides had factory or industrial experience and ten, or 4.7 per cent, of the K-6 teacher aides had experience as a sales clerk or waitress. No real pattern of experience was evident for the remainder of the teacher aides.

Assignment of teacher aides. Of the 242 K-6 teacher aides indicated in this section of the questionnaire, 108, or 44.6 per cent, were not assigned to any specific teacher or group of teachers but were available to all teachers. Forty seven, or 19.4 per cent, were assigned to a specific teacher, and 87, or 36.0 per cent, were assigned to a specific group of teachers.

There were 79 teacher aides in the 7-12 grades, of which 39, or 49.4 per cent were not assigned to any specific teacher or group of teachers but were available to all teachers; 20, or 25.3 per cent, were assigned to a specific group of teachers; the other 20 were available to all teachers.

Selection of teacher aides. Teacher aides are selected by principals and superintendents cooperatively in more school corporations than by any other single method on both the K-6 and 7-12 levels, as shown in Table 4. No school corporations indicated that teachers alone selected the teacher aides in K-6 and only one school corporation of 43 reporting on the 7-12 level allowed teachers alone to select teacher aides. Fifteen per cent of 47 school corporations indicated that the person who selects K-6 teacher aides was the superintendent alone. Thirteen per cent indicated that the principal alone made the selection and 10.6 per cent indicated that the teacher, principal, and superintendent together selected the K-6 teacher aides. The picture on the 7-12 level was not much different from that found on the K-6 level.

Table 4. Selection of Teacher Aides.

Selector	K-6 School Corporations No.	%	7-12 Corporations No.	%
Teacher	0	0.0	1	2.3
Principal	6	12.8	2	4.7
Superintendent	7	14.9	3	7.0
Principal & Supt.	22	46.8	27	62.8
Teacher, Principal & Supt.	7	14.9	6	14.0
Other	5	10.6	4	9.3
Total	47		43	

Responsibility for supervision. Of the 46 school corporations which reported on the person directly responsible for supervision of K-6 teacher aides, 38, or 60.9 per cent, indicated the principal and 10, or 21.7 per cent, designated a combination of the principal and the teacher. Superintendents had direct responsibility in only one school corporation, while teachers had direct responsibility in four. Three school corporations gave direct responsibility for supervision of teacher aides on the K-6 level to the superintendent, principal, and teacher combined. The general picture for the 7-12 level was nearly the same as for K-6.

Salary of teacher aides. The most common salary range for teacher aides on both the K-6 and 7-12 levels was $1.26-$1.50 per hour, as shown in Table 5.

Table 5. Salary Paid Teacher Aides, Per Hour.

Salary	K-6 Teacher Aides No.	K-6 Teacher Aides %	7-12 Teacher Aides No.	7-12 Teacher Aides %
$1.00 - $1.25	29	12.2	2	2.9
$1.26 - $1.50	103	43.5	34	50.0
$1.51 - $1.75	54	22.8	13	19.1
$1.76 - $2.00	34	14.3	17	25.0
$2.01 - $2.50	11	4.6	1	1.5
$2.51 - $3.00	4	1.7	0	0.0
$3.01 - $3.50	11	.4	0	0.0
More than $3.50	1	.4	1	1.5
Total	237		68	

The predominant basis for determining teacher aide salaries was hourly, with 16 of the 42 school corporations reporting this method. The monthly basis was used by 13 school corporations and the weekly by 12. Only one school corporation of the 42 used an annual basis.

Thirty of the 48 school corporations, or 62.5 per cent, paid teacher aides every two weeks while 11 of the corporations paid teacher aides monthly and 7 of them paid them semimonthly. No school corporation paid teacher aides weekly.

Training provided for teacher aides. Table 6 indicates the type of training that is provided for teacher aides. It is apparent by considering the total number of school corporations responding to this question, that some corporations provide more than one type of training. The per cent figures represent the number of school corporations responding to a particular type of training compared with the total number of responses to all types of training. The most prevalent type of training provided for teacher aides was on-the-job training by immediate supervisors at both the K-6 and 7-12 levels. Very few school corporations secured assistance of a college or university.

Table 6. Training Provided for Teacher Aides.

	K-6 Responses		7-12 Responses	
	No.	%	No.	%
Workshops for all teacher aides	12	15.2	8	16.0
Workshops according to duties performed	10	12.7	8	16.0
On-the-job training by immediate supervisor	38	48.1	25	50.0
Written materials for aides to study	13	16.5	9	18.0
Assistance of college or university	5	6.3	0	0
Other	1	1.3	0	0
Total	79		50	

School corporations were asked if they would consider utilizing a university program which provided training of teachers in the proper utilization of teacher aides. Of the 35 corporations that responded, 25, or 71.4 per cent, indicated that they would.

School corporations were also asked if they would consider utilizing a university program which provided training for teacher aides themselves. Twenty-six of 37 school corporations responding, or 70.3 per cent, replied yes.

Recruitment of teacher aides. Some school corporations use several means of recruiting teacher aides, as indicated in Table 7. The per cent figures represent the number of school corporations responding to a particular item compared with the total number of responses to all methods of recruiting. The most frequently used method was the solicitation of names from school employees or members of the community. This method accounted for about 65 per cent of all the responses. This was true on both the K-6 and 7-12 levels. Newspaper recruitment was the second most used method on both the K-6 and 7-12 levels.

Table 7. Recruitment of Teacher Aides.

Methods Used	K-6 Responses		7-12 Responses	
	No.	%	No.	%
Placement Bureau	0	0	0	0
Newspapers	11	17.2	9	20.0
Television	1	1.6	1	2.2
Radio	2	3.1	2	4.4
Solicitation of names from school employees or members of community	42	65.6	29	64.4
Other	8	12.5	4	8.9
Total	64		45	

School corporations were asked to indicate whether teacher aides signed contracts. Forty-seven corporations responded for the K-6 level and 30 corporations responded for the 7-12 level. At both levels, 70 per cent of the corporations indicated that they did not have teacher aides sign contracts.

Duties performed by teacher aides. A part of the questionnaire was designed to determine the frequency with which teacher aides performed certain tasks. This section was further designed to show a comparison between the responses on the K-6 and 7-12 levels. There were five possible responses to indicate the frequency of performance. The five responses, ranging in value from 1 through 5 respectively, were (1) never, (2) seldom, (3) sometimes, (4) often, and (5) very often. A mean of the responses of all the school corporations responding was calculated for each task listed. This mean was calculated separately for the K-6 and 7-12 levels. Forty-seven school corporations responded to each item on the K-6 level and 32 school corporations responded on the 7-12 level. These results are shown in Tables 8 and 9.

Duplicating tests and other materials was the task most often performed by teacher aides on the K-6 level. This task was tied with that of assisting in the school library as the tasks most often performed by teacher aides on the 7-12 level. Typing class materials, tests, etc., was third on the 7-12 level and second on the K-6 level. Helping with children's clothing and assisting in the school library were tied for third on the K-6 level.

The top ten ranked duties on the K-6 level had an overall mean of 3.04. The top twelve ranked duties on the 7-12 level had to be used for comparison purposes because of tied rankings; they had a mean of 2.54.

While the ranks of the last thirteen duties listed on the K-6 and 7-12 levels did not correspond, most of these duties were found somewhere within the last thirteen items on both levels.

Table 8. Duties Performed by K-6 Teacher Aides Ranked According to Means. Responses from 47 School Corporations.

Rank	Mean*	1	2	3	4	5	
1	3.6	5	1	11	22	8	Duplicating tests and other materials
2	3.4	6	3	11	19	8	Typing class materials, tests, etc.
3.5	3.1	8	4	12	19	4	Helping with children's clothing
3.5	3.1	9	8	15	5	10	Assisting in school library
5.5	3.0	14	3	8	14	8	Collecting money from pupils
5.5	3.0	11	3	15	13	5	Tutoring small group of students while teacher works with another group
7.5	2.9	12	7	5	19	4	Supervising playground
7.5	2.9	11	4	16	12	4	Correcting tests, homework, etc.
9.5	2.8	18	2	7	13	7	Supervising cafeteria
9.5	2.8	16	1	12	12	6	Assisting with milk program
12	2.7	13	8	9	14	3	Helping with classroom housekeeping
12	2.7	12	4	19	9	3	Tutoring individual students
12	2.7	16	3	11	15	2	Issuing and collecting textbooks
14.5	2.6	12	7	16	11	1	Reading aloud and story telling
14.5	2.6	17	1	15	11	3	Making book inventories and repairing books
16	2.5	19	3	11	9	5	Recording data in student files
17	2.4	13	9	16	8	1	Setting up A-V equipment and other instructional materials
20	2.2	22	6	7	10	2	Keeping attendance register and preparing attendance reports
20	2.2	16	10	16	5	0	Assisting on field trips
20	2.2	25	3	10	2	7	Assisting special education teacher
20	2.2	24	2	13	3	5	Assisting principal
20	2.2	22	4	13	4	4	Assisting secretary
23.5	2.1	26	3	9	4	5	Delivering mail
23.5	2.1	18	12	11	4	1	Assisting nurse, social worker, or psychiatric examiner
25.5	2.0	27	3	8	6	3	Preparing report cards
25.5	2.0	24	6	13	3	1	Working with handicapped children
27.5	1.9	28	6	5	4	4	Supervising loading and unloading of buses
27.5	1.9	23	9	11	3	1	Helping orient new pupils
29.5	1.8	28	4	10	2	3	Corridor monitoring
29.5	1.8	30	5	7	3	2	Helping in the language lab and in gym classes
31	1.7	32	5	6	2	2	Ordering A-V materials and other supplies
23.5	1.6	29	7	10	1	0	Helping with discipline
32.5	1.6	31	5	11	0	0	Administering tests
34.5	1.5	34	5	7	1	0	Supervising study halls
34.5	1.5	35	5	4	1	2	Conducting daily health clinics and assisting in pre-school round-ups
37	1.4	36	6	4	1	0	Reading and correcting students' themes

Table 8. Continued.

37	1.4	38	4	2	1	2	Corresponding with parents; arranging conferences between parents and teachers
37	1.4	33	10	2	2	0	Helping students with writing, art, dramatics, and music
41	1.3	39	4	2	2	0	Assisting in school laboratory
41	1.3	38	4	5	0	0	Working with clubs and planning parties
41	1.3	34	10	3	0	0	Minor pupil counseling
41	1.3	36	8	2	1	0	Developing bibliographies and doing library research
41	1.3	40	3	3	0	1	Assisting guidance counselor
44.5	1.2	40	5	2	0	0	Assisting music teacher with band and orchestra, piano
44.5	1.2	38	8	1	0	0	Welcoming parents to school and making home visits
46.5	1.0	47	0	0	0	0	Interpreting and translating for non-English speaking students
46.5	1.0	47	0	0	0	0	Driving a small school bus

*Means are determined from values assigned each duty by school corporations on a 5-point scale: 5 = very often, 4 = often, 3 = sometimes, 2 = seldom, 1 = never. Ordinal data have been treated as interval data on the assumption that the scales used approximate interval equality fairly well.

Table 9. Duties Performed by 7-12 Teacher Aides Ranked According to Means.

Rank	Mean*	1	2	3	4	5	
1.5	3.7	3	1	5	17	6	Duplicating tests and other materials
1.5	3.7	5	2	7	7	11	Assisting in school library
3	3.6	3	2	8	11	8	Typing class materials, tests, etc.
4	2.7	11	5	4	8	4	Making book inventories and repairing books
5	2.6	12	3	7	7	3	Recording data in student files
6	2.5	10	5	10	6	1	Correcting tests, homework, workbooks, etc.
7.5	2.4	12	7	5	5	3	Helping with classroom housekeeping
7.5	2.4	14	1	10	3	4	Preparing report cards
10.5	2.3	15	3	6	4	4	Collecting money from pupils
10.5	2.3	15	4	4	6	3	Keeping attendance register and preparing attendance reports
10.5	2.3	13	3	11	4	1	Issuing and collecting textbooks
10.5	2.3	15	4	7	2	4	Assisting secretary
13	2.2	16	3	8	1	4	Assisting principal
14	2.1	18	1	8	3	2	Supervising study halls
16.5	2.0	17	4	6	3	2	Delivering mail
16.5	2.0	17	5	3	3	4	Ordering A-V materials and other supplies
16.5	2.0	17	4	6	5	0	Tutoring small group of students while teacher worked with another group
16.5	2.0	16	4	7	5	0	Setting up A-V equipment and other instructional materials
19	1.9	20	3	4	1	4	Assisting guidance counselor
20.5	1.8	20	3	6	2	1	Helping orient new pupils
20.5	1.8	17	5	9	1	0	Assisting on field trips
24	1.7	20	4	5	3	0	Assisting nurse, social worker, or psychiatric examiner
24	1.7	19	5	7	1	0	Tutoring individual students
24	1.7	20	4	5	3	0	Supervising cafeteria
24	1.7	23	3	1	4	1	Supervising playground
24	1.4	20	6	2	3	1	Reading aloud and story telling
38	1.6	20	7	3	2	0	Helping with discipline
28	1.6	22	1	8	1	0	Corridor monitoring
28	1.6	24	3	1	3	1	Helping with children's clothing
31	1.5	25	3	1	1	2	Assisting special education teacher
31	1.5	24	3	3	1	1	Assisting with milk program
31	1.5	24	2	5	1	0	Working with handicapped children
33	1.4	25	2	5	0	0	Administering tests
37.5	1.3	27	1	4	0	0	Supervising loading and unloading of buses
37.5	1.3	25	5	2	0	0	Assisting in school laboratory
37.5	1.3	28	2	0	1	1	Corresponding with parent; arranging conferences between parents and teachers

Table 9. Continued

37.5	1.3	25	5	1	0	1	Helping in language lab and in gym classes
37.5	1.3	27	3	1	1	0	Helping students with writing, art, dramatics, and music
37.5	1.3	25	5	1	1	0	Working with clubs and planning parties
37.5	1.3	25	5	2	0	0	Welcoming parents to school and making home visits
37.5	1.3	26	3	3	0	0	Minor pupil counseling
43	1.2	28	2	2	0	0	Reading and correcting students' themes
43	1.2	28	3	0	1	0	Assisting music teacher with band and orchestra, piano
43	1.2	28	3	0	0	1	Developing bibliographies and doing library research
45	1.1	29	2	1	0	0	Conducting daily health clinics and assisting at pre-school round-ups
46.5	1.0	31	1	0	0	0	Driving a small school bus
46.5	1.0	32	0	0	0	0	Interpreting and translating for non-English speaking students

*Means are determined from values assigned each duty by school corporations on a 5-point scale. 5 = very often, 4 = often, 3 = sometimes, 2 = seldom, 1 = never. Ordinal data have been treated as interval data on the assumption that the scales used approximate interval equality fairly well.

Summary

1. Three out of every four school corporations responding to the questionnaire did employ teacher aides.

2. School corporations in the 1,001 to 2,000 enrollment category and the 2,001 to 3,000 enrollment category employed an average of six and seven teacher aides, respectively. This figure for the 3,001 to 4,000 enrollment category was 13 and for the school corporations in the 4,001 to 8,000 enrollment was 18.

3. There was no significant difference between the student-teacher ratio in school corporations that employed teacher aides and in those that did not. These ratios were approximately 26 to 1.

4. The average number of hours worked by full-time K-6 teacher aides per week was 34.5. The figure for 7-12 teacher aides was 35.

5. Title I ESEA funds were used to support three-fourths of the teacher aides. Less than one-fourth of the teacher aides were financed by local property taxes.

6. Three out of four teacher aides have not obtained education beyond high school.

7. Ninety-five per cent of the teacher aides were females.

8. Nearly 45 per cent of the teacher aides were between 31 and 40 years of age. The bracket of 31 to 50 years of age included nearly 70 per cent of all teacher aides.

9. The predominant previous work experience of teacher aides was clerical/secretarial. Experience as a housewife was the second most common.

10. Nearly half of the teacher aides were not assigned to any specific teacher or group of teachers but were available to all teachers. About one-fourth of the teacher aides were assigned to a specific teacher and a little more than one-fourth were assigned to a specific group of teachers.

11. Teacher aides were selected by principals and superintendents cooperatively in more school corporations than by any other single method. Other methods were by principals alone, superintendents alone, and a combination of teachers, principals, and superintendents. Each of these methods of selection was used with about the same frequency.

12. Principals had direct responsibility for the supervision of teacher aides in about 60 per cent of the school corporations. About 20 per cent of the school corporations designated that the teacher and principals together had direct responsibility for the supervision of teacher aides. Practically no superintendents assumed direct responsibility for the supervision of teacher aides.

13. Nearly half of the teacher aides were paid salaries ranging from $1.26 to $1.50 per hour. About 20 per cent were paid from $1.51 to $1.75 per hour. Very few were paid more than $2.00 per hour. About 10 per cent were paid less than $1.26 per hour.

14. The hourly basis for determining teacher aide salaries was used by 38 per cent of the school corporations. The monthly basis was used by 31 per cent of the school corporations, the weekly basis by 29 per cent, and the annual basis by 2 per cent.

15. About 80 per cent of the school corporations paid teacher aides every two weeks or semimonthly. The remainder paid teacher aides on a monthly basis.

16. The most prevalent type of training provided for teacher aides was on-the-job training by immediate supervisors. Almost as prevalent was the providing of some type of workshop by the local school corporation. Providing written materials for teacher aides to study was the third most frequent type of training provided for teacher aides. Some school corporations provided more than one type of training.

17. Very few school corporations secured assistance of a college or university in the training of teacher aides. However, 70 per cent of the school corporations responding indicated they would consider utilizing a university program which provided training of teacher aides. Seventy per cent of the school corporations also indicated that they would consider utilizing a university program which provided training of teachers in the proper utilization of teacher aides.

18. The most frequently used method for recruiting teacher aides was the soliciting of names from school employees or members of the community. This method accounted for about 65 per cent of all the responses. Newspaper was the second most used method. Some school corporations used several means to recruit teacher aides.

19. Seventy per cent of the school corporations indicated they did not have teacher aides sign contracts.

20. The following summary statements pertain to the duties performed by teacher aides.

A five-point scale was used to determine the frequency of performances of tasks by teacher aides. These five possible responses ranging in value from 1 through 5 respectively were (1) never, (2) seldom, (3) sometimes, (4) often, and (5) very often.

a. The means of four tasks performed by teacher aides on the K-6 level were above 3.0. These tasks and the corresponding means were duplicating tests and other materials (3.6), typing class materials, tests, etc. (3.4), helping with children's clothing (3.1), and assisting in the school library (3.1).

b. The means of three tasks performed by teacher aides on the 7-12 level were above 3.0. These tasks and the corresponding means were duplicating tests and other materials (3.7), assisting in school library (3.7), and typing class materials, tests, etc. (3.6).

c. The means of twelve tasks performed by teacher aides on the K-6 level ranged from 2.5 to 3.0. These tasks and the corresponding means were collecting money from pupils (3.0), tutoring small groups of students while the teacher worked with another group (3.0), supervising playground (2.9), correcting tests, homework, etc. (2.9), supervising cafeteria (2.8), assisting with milk program (2.8), helping with classroom housekeeping (2.7), tutoring individual students (2.7), issuing and collecting textbooks (2.7), reading aloud and story telling (2.6), making book inventories and repairing books (2.6), and recording data in student files (2.5).

d. The means of three tasks performed by teacher aides on the 7-12 level ranged from 2.5 to 3.0. These tasks and the corresponding means were making book inventories and repairing books (2.7), recording data in student files (2.6), and correcting tests, homework, workbooks, etc. (2.5).

Conclusions

Based on the findings of this survey, the following conclusions seem warranted.

1. The employment of teacher aides is becoming a widespread practice. Boards of education, administrators and teachers have come to realize the benefits which accrue through the use of teacher aides.

2. Teacher aides are not being employed to reduce the number of teachers needed, but to perform certain tasks in order to enable teachers to prepare more adequately for teaching.

3. Title I ESEA funds have stimulated schools to employ teacher aides. It would appear that lack of adequate funds before ESEA was formulated had an effect on the number of teacher aides local school corporations hired.

4. Enrollment size of the school corporation did not appear to influence the hours worked per week by teacher aides.

5. Usually, teacher aides are not assigned to a specific teacher.

6. The employment of teacher aides increases the supervisory responsibility of principals.

7. Teacher aides' salaries are not determined on an annual basis as are those of most regular classroom teachers.

8. Teacher aides can be expected to be paid twice a month.

9. There is a need for colleges and universities to develop training programs which will assist in training teachers to utilize teacher aides and to train the teacher aides themselves.

10. Teacher aides are performing the kinds of tasks which cannot really be classified as teaching duties. Teachers can then be released from these duties and have more time for preparation, teaching, and consultation with students.

11. The emphasis to date has been on teacher aides in grades kindergarten through six.

Speculations for Further Consideration

The following statements are based on consideration of the results of this study to determine factors which might influence the future development of teacher aide programs. These statements should not be thought of as recommendations but as speculations.

1. A certification system that included teacher aides might encourage them to increase their level of education and stimulate them to become classroom teachers.

2. More males might become teacher aides if the following were established:
   a. Development of a certification system that considered experience as a teacher aide.
   b. Higher salaries for teacher aides.
   c. Use of contracts in the employment of teacher aides, so that these kinds of personnel would feel more secure in their positions.

3. A more formal method of recruiting might increase the number and quality of teacher aides.

4. The use of more teacher aides in grades seven through twelve could become more widespread if more attention were focused at this level.

APPENDIX

SELECTED BIBLIOGRAPHIES

Permission was secured from Roy A. Edelfelt, Senior Associate Secretary, National Commission on Teacher Education and Professional Standards, to include the following bibliographies which will be of assistance to those who desire sources of material related to teacher aides.

Want to Start an Aide Program?*

The following resources will provide information on the jobs aides do, how they are trained, how they are paid, and on federal assistance for program funding. The items listed are not available from NEA or NCTEPS unless so noted. The editors have included as much information as available in a printed piece to help the reader in securing the item from the proper source. Please contact the particular publisher for further information.

AUXILIARY SCHOOL PERSONNEL A statement by the National Commission on Teacher Education and Professional Standards. Published by the National Education Association, 1201 16th St., N.W., Washington, D.C. 20036; 1967; 50 cents (stock No. 381-11794). Standards for and the selection, training, and assignment of teacher aides.

CHILD CARE AND GUIDANCE: A SUGGESTED POST-HIGH SCHOOL CURRICULUM Published by the U.S. Office of Education, 1967. For sale by the Government Printing Office, Washington, D.C. 20402; 50 cents (catalogue No. FS5.387:87021). Suggested two-year training program for paraprofessionals who work in day care centers, nursery schools, kindergartens, child development centers, special schools, hospitals, recreation centers.

CURRICULUM DEVELOPMENT PROGRAM FOR PRESCHOOL TEACHER AIDES By Naomi LeB. Naylor and Marguerite L. Bittner. Published by Center for the Study of Crime, Delinquency, and Correction, Southern Illinois University, Edwardsville, Ill.; April 1967. Report of a project funded by the USOE Bureau of Research to train unemployed youth and adults to be teacher aides and to develop suitable training materials.

THE EFFECTIVENESS OF THREE TRAINING METHODS FOR TEACHER AIDES WORKING IN PRESCHOOL CLASSROOMS By Carol L. Rubow. DARCEE Papers and Reports, Vol. 2, No. 4, 1968. Published by Demonstration and Research Center for Early Education (a unit of John F. Kennedy Center for Research on Education and Human Development), George Peabody College for Teachers, Nashville, Tenn. 37204. The three methods are discussion-lecture; participation, with the trainer assisting in the classroom for a one-hour period and then discussing activities with the aides; and a combination of the two. (Complete copy of the study available from University Micro-Films, 300 N. Zeeb Road, Ann Arbor, Mich.)

GRANTS-IN-AID AND OTHER FINANCIAL ASSISTANCE PROGRAMS ADMINISTERED BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE 1967 Edition. Published by the Department. For sale by the Government Printing Office, Washington, D.C. 20402; $2.25. Background, purposes, legal basis, financial assistance programs. Contains formulas used in distributing funds, state matching requirements, and data on funds allocated under each program. Teacher aides are not provided for directly in all the programs, but in the design of many, teacher aides are necessary for their successful implementation. For instance, ESEA Title I is for new and innovative pograms which most people feel need teacher aides.

INNOVATIONS FOR TIME TO TEACH Published by Project: Time To Teach and Department of Classroom Teachers, National Education Association, 1201 - 16th St., N.W., Washington, D.C. 20036; cloth $3, paper $2. See especially, "Paraprofessional Tasks," pages 113-47--descriptions of tasks done by paid and volunteer aides.

NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL: REPORT OF PHASE ONE, A STUDY OF AUXILIARY PERSONNEL IN EDUCATION By Garda W. Bowman and Gordon J. Klopf. Published by Bank Street College of Education, 103 E. 125th St., New York, N.Y. 10035; September 1967. Based on observations of 15 demonstration training programs; evaluations and recommendations.

SO YOU HAVE AN AIDE A Guide for Teachers in the Use of Classroom Aides, by Jane M. Hornburger. Published by Wilmington Public Schools, Wilmington, Delaware; 1967. Interprets Research, considers basic issues for working with aides, suggests activities and training. Included are Wilmington policy statement on employment of aides and a bibliography.

STAFFING FOR BETTER SCHOOLS Published by the U.S. Office of Education, 1967. For sale by the Government Printing Office, Washington, D.C. 20402; 30 cents (catalogue No. FS5.223:23049). See especially, "Aides for Teacher," pages 13-21--functions and training of child care aides, home visiting aides, lay readers, and other paraprofessionals; ESEA Title I programs.

THE SUBPROFESSIONAL: FROM CONCEPTS TO CAREERS By Edith F. Lynton. Published by National Committee on Employment of Youth, 145 E. 32nd St., New York, N.Y.; 1967. Report of a conference to expand and develop subprofessional roles in health, education, and welfare under a grant from the U.S. Office of Education. Discussion of employment and training of subprofessionals and development of new career patterns in human service occupations.

TAP: THE TEACHER AIDE PROGRAM Published by Washington School of Psychiatry, 1610 New Hampshire Ave., N.W., Washington, D.C. 20009; March 1967. Report of a role sensitivity approach to training teacher aides in the Model School Division of the District of Columbia Public Schools.

TEACHER AIDES AT WORK By Gertrude Noar. Published by NCTEPS, National Education Association, 1201 - 16th St., N.W., Washington, D.C. 20036; 1967; 75 cents (stock No. 381-11798). Documentary about who aides are, what they do and can do, how they feel about their jobs, how professionals react to them, and what their future might be.

TEACHER AIDES IN LARGE SCHOOL SYSTEMS Educational Research Service Circular No.2, 1967. Published by American Association of School Administrators and Research Division, National Education Association, 1201 - 16th St., N.W., Washington, D.C. 20036; April 1967; $1.50. How aides are trained, employed, and paid in more than 200 school systems.

TEACHER AIDES OR AUXILIARY SCHOOL PERSONNEL Published by Administrative Leadership Service, 2201 Wilson Boulevard, Arlington, Va. 22201; 1966; $2.50 to subscribers, $3.95 to others. Inaugurating aide programs, job descriptions, training, sample forms used by administrators.

THE TEACHER AND HIS STAFF: SELECTED DEMONSTRATION CENTERS Published by 3M Company for the National Education Association; 1967; $5. Address orders to NCTEPS, NEA, 1201 - 16th St., N.W., Washington, D.C. 20036; make check payable to 3M Company. Brief descriptions of more than 200 innovative school programs; the majority train or employ auxiliary personnel. Detailed materials are available from contact people listed.

Additional Sources of Information

WOMEN'S TALENT CORPS 346 Broadway, New York, N.Y. Mrs. Audrey C. Cohen, Executive Director. This is a nonprofit corporation funded by the Office of Economic Opportunity which has developed training programs for women from ghetto neighborhoods for positions as paraprofessionals in human service occupations.

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY Suite 550, Commodore Perry Hotel, Austin, Texas 78701. Edwin Hindsman, Executive Director. This regional laboratory has a joint training program for teachers and aides involved in a bilingual educational program for Mexican-American children.

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*TepsNEWSletter/Volume 11, No. 5/March 15, 1968

SELECTED BIBLIOGRAPHY ON TEACHER AIDES*

Bartlett, D.E. "Non-Teaching Assistants: A Southend Experiment," Times Educational Supplement No. 2615:29; July 2, 1965.

A discussion of the use of auxiliary personnel in English schools covering pay, responsibilities, and prospective candidates. The author points out that auxiliaries are no new breed in the English system.

Beggs, David W. The Decatur-Lakeview Plan: A Practical Application of the Trump Plan. Englewood Cliffs, N.J.: Prentice Hall, 1964. 266 pp.

An outline of an operable secondary school program which utilizes volunteer and paid auxiliary personnel. The author describes one method educators can use to obtain aides for teachers.

Bush, Robert N., and Allen, Dwight W. A New Design for High School Education. New York: McGraw-Hill Book Co., 1964. 155 pp.

In this description of a model school of the future, the authors focus to a degree on the concept of a differentiated staff, particularly, on the use of clerical assistants.

Clarke, Johnnie R. "Proposal for a Teacher's Aide Program: A Two-Year Program in a Community Junior College Can Fill a Vital Social and Classroom Need." Junior College Journal 36:43-45; March 1966.

The author believes that more attention should be given to the learning capacity of pupils and that if teachers were relieved of some nonprofessional tasks, they would be free to observe and diagnose pupil needs. This outline of a teacher aide program includes requirements and responsibilities.

Cutler, Marilyn H. "Teacher Aides Are Worth the Effort." Nation's Schools 73:67-69; April 1964.

An overview of teacher aide programs in various school settings throughout the United States. The author reports on the complaints about difficulty in getting substitutes, about disciplinary problems, and about lack of time for in-service training, as well as on the advantages. Of particular significance are the sections on "How To Launch an Aide Program," and "What Teacher Aides Are Paid."

d'Heurle, Adna, and others. "New Ventures in School Organization. The Ungraded School and Use of Teacher Aides." Elementary School Journal 57:268-71; February 1957.

Ways of adapting a school to individual needs. Effective plans at St. Xavier are the nongraded program and the teacher aide program. The benefits and advantages of both are outlined.

Esbensen, Thorwald. "Should Teacher Aides Be More Than Clerks?" Phi Delta Kappan 47:237; January 1966.

The Duluth, Minnesota, Public Schools have employed teacher aides with funds from Title I of the Elementary and Secondary Education Act of 1965. Advancing the premise that the role of the qualified teacher is "to analyze the instructional needs of his students and to prescribe the elements of formal schooling that will best meet those needs," the writer concludes that teacher aides should be able to perform "limited instructional tasks under the general supervision of the classroom teacher."

Foster, Robert E. "In Slow Gear. Volunteer Teacher Aides." Instructor 74:37; September 1964.

How volunteer teacher aides assist teachers of the emotionally disturbed and mentally retarded. Aides relieve the teachers of housekeeping tasks and clerical duties and help with group activities and individual pupils. In many instances a volunteer can enrich the classroom activities with her success in teaching square dancing, choral singing or other skills which the teacher may not have time to participate in. The writer outlines points to remember in selecting volunteer aides.

Freyman, Leonard. "A Plus for Lay Readers." NEA Journal 53:19-20; November 1964.

Description of a program in Cleveland Heights, Ohio, where the use of teacher aides is quite effective. Aides assist pupils in composition writing to make up for the inadequate time teachers have to devote to their students. In the author's opinion, individualized help is important if students are to develop good ideas and sound reasoning.

Harte, Arthur. "Floater Teachers: A Boon to the Overburdened Staff." School Executive 75:100-101; March 1956.

The writer defines "floater" and outlines the duties and responsibilities of a floater, the value of being one, his value to an administrator, and the basic rationale of a floater program.

Hinmon, D.E. "Morris Experiments with College Students as Teacher Aides." Minnesota Journal of Education 46: 17-19; April 1966.

A statement of the importance of a teacher in helping education students to gain insights into teaching. Even when teacher education students worked with pupils at the grade level they planned to teach, they did not get out of coursework what could only be acquired by working closely with a teacher in observing the kinds of interaction that take place in the classroom. With these facts in mind, the author and his colleagues initiated a teacher aide program. The author feels that coursework must be supported by "acquaintances and involvement."

Howell, Charles E. "Teacher Aides: Experiment or Expedient." Illinois Education 43:136-37; December 1956.

A detailed account of why teacher aide programs should be experimented with. The author feels that one should be ready to try something and be willing to accept the objective results of that trying.

Hullfish, H. Gordon. "Teacher Aides: An Educational Opportunity." Educational Leadership 14:381-83; March 1957.

An opinion on the stand that critics have taken on the teacher aide program. This column editor contrasts the teacher's being free to teach by using an aide with the importance of a nurse's being free to engage in nursing. If students in teachers colleges could spend their third year in full residence in public schools, the immediate situation would be improved.

Marks, Merle B. "Assistant Teacher." Bulletin of the National Association of Secondary School Principals 48:56-60; March 1964.

This description of a California program separates the responsibilities of the "master teacher" and the "teacher assistant" and states the reasons for not having two individuals with overlapping authority in the classroom. Examples for improving the growth, not only of the teacher assistant, but of the students, are given.

Morse, Arthur D. School of Tomorrow Today. Garden City, N.Y.: Doubleday and Co., 1960. 199 pp.

A thorough report on the major experiments in education as seen by teachers, pupils, and parents.

Newcomer, Kenneth. "How Would You Like an Assistant Teacher?" School and Community 50:23-24; May 1964.

Reasons why a teacher aide is of inestimable value. Once the idea of an "assistant" entered the author's mind, the next important step was careful planning in order to eliminate overlapping. The planning stage included division of responsibility and, more important, division of authority. Students' reactions to the arrangement proved that the program was fruitful.

Park, Charles B. "Teacher Aide Plan." Nation's Schools 56:45-55; July 1955.

Park explains the Bay City plan of increasing teacher competencies. After three years of a five-year study, teachers were enthusiastic about being freed by teacher aides to engage in more professional preparation and growth. The author writes of how the program will be expanded in the next two years and what other phases of the study will be explored.

Park, Charles, and others. "The Bay City, Michigan, Experiment: A Cooperative Study for the Better Utilization of Teacher Competencies." (Symposium) Journal of Teacher Education 7:99-153; June 1956.

A description and informal appraisal of the experimental phase of the Bay City, Michigan, teacher aide plan. The hoped for result was that school administrators would be able to cope more effectively with the problems of excessive enrollments, lack of classrooms, and the shortage of teachers. The Bay City experiment was made possible by a grant from the Fund for the Advancement of Education.

Park, Charles B., and others. "Critics Jump the Gun on the Teacher Aide Research." Nation's Schools 58:60-62; July 1956.

The authors answer many questions raised by critics at a meeting at Central Michigan College. Their stand is that critics should wait until the Bay City teacher aide research program has been completed before they judge.

Reissman, Frank. "Aim for the Moon." Ohio Schools 44:20-22; April 1966.

An outline of a program to prevent the IQ's of deprived children in pre-schools from declining when they enter kindergarten. In the author's opinion, new manpower is the major factor. He feels that nonprofessional teacher assistants and aides would be effective because the student and the nonprofessional "speak the same language," which makes for better communication between the teacher and the learners. He also feels strongly that teachers need to be introduced to a "new approach."

Rioux, J.W. "At the Teacher's Right Hand." American Education 2:5-6 December 1965.

A review of some established teacher aide programs and descriptions of the job functions of nine types of subprofessionals.

Rioux, J.W. "Here Are Fourteen Ways to Use Non-Teachers in Your School District." Nation's Schools 76:42; December 1965.

Full or part-time positions that could be filled by homework helpers, study center monitors, team-teaching assistants, audiovisual equipment managers, community resource utilization assistants, school-community block workers, case finders, group-work aides, health service aides, automated-instruction aides, playground assistants, educational survey aides, preschool assistants, and counselor assistants.

Shaplin, J., and Olds, Henry F., Jr., editors. Team Teaching. New York: Harper and Row, 1964. 430 pp.

The editors emphasize the importance of the terms teach and learn by quoting their definitions from Webster's New Collegiate Dictionary. In their opinion, learn and learning demand teach and teaching. They detail the why's and how's of team teaching, from its organizational stage to a recommended approach to a totally new instructional program.

Taylor, C.H. "Extra Teachers for Large Classes." American School Board Journal 132:82+; April 1956.

An explanation of the difficulties Midland Park faced in trying to facilitate overcrowded classrooms and a swelling enrollment, and of the disadvantages of the substandard facilities that were employed which resulted in the idea of having "three teachers for two classrooms." He lists the advantages and the results of this new program.

Tillman, Rodney V. "Providing Time for Teachers." Educational Leadership 13:295-98; February 1965.

Tillman points out the problems faced by teachers in trying to participate in needed "out-of-school" activities and three alternatives which they are forced to take. Illustrations are included of ways to resolve this problem, with the hope that other groups will be stimulated to seek solutions in their own schools.

Weisz, V.C., and Butler, H.J. "Training Teachers' Aides at Garland." Junior College Journal 36:6-7; April 1966.

Description of an in-residence training program for teacher aides sponsored by the Office of Economic Opportunity. The head teachers in the schools, supervisors of student teaching, and the college faculty worked as a team to guide the students in their class and field work. The article also discusses a documentary film (available through the OEO) based on the Training Aides to Teachers Program concepts. The film summarizes the duties of the aides and the skills required to make them an effective part of the team.

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